DOCUMENT RESUME

ED 210 347 UD 021 779

AUTHOR	Foote, Edward T.
TITLE	Desegregation Monitoring and Advisory Committee. Report No. 5.
INSTITUTION	Saint Louis Public Schools, Mo.
PUB DATE	19 Jan 81
NOTE	90p.; For related documents, see UD 021 769-771 and UD 021 776-780. Some tables may be marginally legible due to small size type.
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Administrative Policy; Compliance (Legal); *Desegregation Plans; Elementary Secondary Education; *Enrollment; Public Schools; *School Desegregation; School Districts; School Security; Special Programs
IDENTIFIERS	*Saint Louis City School District MO

ABSTRACT

This report presents an update on the implementation of a court-ordered desegregation plan in St. Louis, Missouri, public schools. Current information is provided on monitoring activities, problems of overcrowding, transportation, security, student attrition, and student enrollment in enrichment, specialty, special education, and part-time integrated programs. Also discussed are teacher assignments, staff and curriculum development, Title I, parent participation, building renovations, textbooks and supplies, and "voluntary, cooperative" interdistrict planning. Lists of projected reports and open teaching positions, as well as a building modification report, are appended. (JCD)

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DESEGREGATION MONITORING AND ADVISORY COMMITTEE

Report No. 5

Submitted By

Edward T. Foote, Chairman

U.S. DEPARTMENT OF EDUCATION
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January 19, 1981

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in the cause of
Craton Liddell, et. al, Plaintiff

vs

The Board of Education of the City of
St. Louis, Missouri, et. al, Defendant

Federal District Court
Eastern District of Missouri
cause no. 72-100-C(C)

UD021779

TABLE OF CONTENTS

		Page
I.	INTRODUCTION	1
II.	COMMITTEE ORGANIZATION AND ADMINISTRATION	
	Monitoring Activities	5
	MBO Reports	7
	Committee Membership	8
	Budget Report	8
III.	STUDENT POPULATION	
	Integrated Schools	9
	Overcrowding	10
	Kindergarten-Eighth Grade Schools	12
	Magnet Schools	13
	Classical Academy	18
	Student Enrollment: The Issue of Numbers	19
	Procedures for Reporting of School Enrollment	22
	Student Attrition	23
IV.	ENRICHMENT PROGRAMS	24
V.	PART-TIME INTEGRATED PROGRAMS	27
VI.	SPECIALTY PROGRAMS	28
VII.	SPECIAL EDUCATION	30
VIII.	TRANSPORTATION	32
IX.	SECURITY	35
X.	TEACHER ASSIGNMENTS	36
XI.	STAFF DEVELOPMENT	36
XII.	CURRICULAR DEVELOPMENT	36
XIII.	TITLE I	37
XIV.	PARENT PARTICIPATION	38
XV.	BUILDING RENOVATIONS	38
XVI.	TEXTBOOKS AND SUPPLIES	39
XVII.	"VOLUNTARY, COOPERATIVE" INTERDISTRICT PLANNING	40
XVIII.	APPENDICES	

INTRODUCTION

The first semester of school in St. Louis under the Desegregation Plan ended Friday. For this report to the Court, therefore, there is now sufficient perspective to venture certain generalizations about the process of implementation that were not possible earlier.

What follows is in the pattern of earlier reports, except that whenever appropriate, I invite attention to any trends suggested by the information we have. In particular, I have tried to return to any special problems noted earlier to evaluate the status of solutions.

I have tried to be as brief as possible without distorting accuracy. As required by the Court, I file this report as Chairman of the Desegregation Committee. Any mistakes are mine alone.

In brief summary, many, but not all, of the organizational problems of the early weeks of school have been solved. Virtually all schools are now operating smoothly.

The level of security in the schools and on the buses has been encouraging. Since the highly publicized incidents at Cleveland High School last fall, there have been only occasional flareups among students, generally no more than in a normal year, and few identifiable as clearly racial in context.

After some 1,400 changes in routes and pickup points, the original transportation problems directly presented by the Plan and Order are largely eliminated. Despite these improvements, the transportation system is not free of difficulties. We still get many reports of delays. The Board informs us, however, that with the assistance of consultants, a major study of transportation is scheduled.

With only isolated exceptions, all of the teachers are now assigned, and all of the schools have their teaching staffs in place. However, the domino effect of the Court-ordered reassignments has resulted in some mismatches in the classroom.

Although major questions about the accuracy of enrollment reports have arisen recently, we have not found significant discrepancies between our counts of students at the school level and those reported centrally by the Board. On the other hand, the system did lose more than 21% of its white students and 4% of its black students this school year, and several of the schools designated to be "integrated" in the Order have not met the guidelines for integration.

Renovation projects, primarily in the middle schools, have progressed more slowly than anticipated, disrupting education in certain cases. Most are complete now, or nearly so.

There remain problems of overcrowding, especially in the middle schools and some schools on the northside, but actions by the Board have eliminated most of the worst effects of overcrowding as it existed earlier.

In short, outside of the classrooms, the Board has met successfully many of the initial challenges of desegregation. Clearly much effective teaching is going on in the schools of St. Louis. Inside the classrooms, however, we note several difficulties that will demand a lot of attention.

The middle school curriculum is still in early stages of development; studies are underway and plans are impressive. There is little different happening in the middle schools now, however, from what happened in grades six through eight before their creation.

The enrichment programs required by the Order for the nonintegrated schools were slow to begin and seem to need more centralized coordination and guidance.

Some of the original elements of the Plan, such as the senior Classical Academy, are just now getting started; others, such as the Junior ROTC, will not begin until next year.

Renovations and overcrowding have presented special complications for special education students, although some of these appear to be abating now.

Thus, halfway through a school year of exceptional change, the Board, Superintendent Wentz and his staff can fairly take pride in exceptional accomplishments. With respect, we applaud the achievements to date, but there remains much to be done. The tasks ahead will focus increasingly, we believe, on the quality of teaching and learning actually taking place.

COMMITTEE ORGANIZATION AND ADMINISTRATION

Monitoring Activities

Committee members and volunteers from the League of Women Voters now have visited all but five schools, using the extensive questionnaire we have devised. The exceptions are the five special schools which were not directly affected by the Desegregation Plan. These questionnaires have enabled us to gather our own information and to make independent assessments about the implementation of the Desegregation Plan.

As we have received completed questionnaires, we have analyzed the information, noted any apparent problems, and notified the Board. The Board usually provides written responses to our inquiries. In the notebooks we keep for each school, we have filed the questionnaires, along with the Committee's inquiries and the Board's responses. This procedure has proved helpful, not only in documenting implementation, but also in following the resolution of any problems we have noted.

Committee members and League volunteers met in December to discuss implementation and the procedures of administering

the questionnaire. There was concensus that the questionnaire is too long. We had not then completed our visits to all schools using the questionnaire. Despite the length of the questionnaire, therefore, we decided that in order to maintain consistency and to get for every school a core of basic information, we would administer it once to all schools during the first semester. We are now developing a revised and shorter questionnaire form.

As soon as possible, we will revisit all schools less formally to talk further with teachers, administrators, parents and students. Although we will not be armed with a formal questionnaire during these visits, we will be asking consistently questions about each school's:

1. physical space and student capacity;
2. renovation projects and completion dates;
3. special education classes;
4. curricular development plans;
5. implementation of home economics and industrial arts classes;
6. teacher shortages;
7. enrichment programs (if the school is nonintegrated);
8. enrollment figures and number of student records;
9. any problems noted during earlier visits.

We have additional volunteers from the capable ranks of the League of Women Voters, 16 regular League volunteers and four substitutes. We anticipate that we may need, and will have, more volunteers by February. We appreciate the many hours these volunteers have devoted to visiting schools and administering questionnaires. We are especially indebted to Deborah Waite, President of the League of Women Voters - St. Louis Chapter, for her help in recruiting and coordinating volunteers, and generally providing assistance to us all.

We note also our good fortune in securing the assistance of Inga Bernstein, a Wellesley University student intern, who is working with the League of Women Voters during the month of January. Ms. Bernstein administered a set of special questionnaires at Adams, Clay, and Peabody Schools, the three kindergarten-eighth grade schools not clustered with others.

MBO Reports

Since our last report, our special subcommittee, chaired by Charles Brown, has spent many man hours with the Board working on proposed management-by-objective (MBO) reports and availability dates. On recommendation of the subcommittee, our Committee has accepted the proposal.

Under this procedure, the Board will submit to us 70 reports and documents which are not directly required by Court Order, but which will reflect in detail the process of implementation. We have already received seven of these reports. The reports will supplement the information we will gather directly from schools. A copy of the MBO list is attached as Appendix 1.

Committee Membership

Les Neal resigned from the Committee on November 27, 1980 due to family and professional commitments. The Court appointed Thomas Eichhorst on December 2, 1980, to replace him.

Moses Javis resigned from the Committee on January 12, 1981 due to professional commitments. The Court has not yet appointed a replacement.

Budget Report

As of January 15, 1981, the Committee had made the following expenditures:

	Expenditures To Date	Uncommitted Appropriations
Salaries	$14,323.15	$19,676.85
F.I.C.A.	824.90	1,348.10
Medical Insurance	443.46	810.54
Fringe Benefits	877.72	1,695.28
Regular Salaries (duplicating personnel)	$ 120.93	$ 79.07
Temporary Salaries	301.00	944.00
Equipment and Supplies	881.03	1,618.97
Printing-Publishing	1,271.68	2,228.32
Typewriter Repair	136.25	63.75
Consultants	10,200.00	4,800.00
F.I.C.A.	25.78	68.22
Utilities	1,142.59	1,457.41
Postage	666.90	1,033.00
Travel	118.88	1,381.12
Transportation	1,234.19	3,765.81
Land-Building-Equipment	0.00	4,500.00
Medical Insurance	6.02	8.98
Miscellaneous	608.70	1,314.30
Fringe Benefits	10.18	12.82
Outstanding Expenditures		
Equipment (memory typewriter, typewriter stand)	$ 4,056.00	
Total Expenditures	$20,780.13	$19,219.87

STUDENT POPULATION

Integrated Schools

As of January 14, 1981, the Board reported that student populations in 22 of the elementary and middle schools designated in the Court Order to be "integrated" fell within

the guidelines for stable integration, between 30% and 50% black. Ten schools did not. They are:

	Black
Clinton	(67.16%) *
Henry	(65.13%)
Banneker	(81.50%)
Hamilton	(76.73%)
Hodgen	(57.73%)
Clark	(77.55%)
Sherman	(52.32%)
Dewey	(51.47%)
Wyman	(62.30%)
L'Ouverture	(54.33%)

Student populations in two of the four high schools designated to be integrated fell within the guidelines. Soldan, with a black student population of 60.31%, and Southwest, with a black student population of 50.31%, did not.

McKinley High School, designated in the Order as a "naturally integrated" high school, has 75.33% black and 24.67% white students.

Overcrowding

We continue to find overcrowding, particularly in middle and nonintegrated schools, where the number of students

* This percentage includes kindergarten students

assigned to rooms sometimes exceeds the student/teacher ratio established by the State.

Superintendent Weitz has explained that some middle schools were overcrowded because planning had been for a one-room to one-room conversion from elementary schools to middle schools, which did not provide enough space. For example, most home economics rooms require the space of two standard elementary rooms.

At least 15 middle schools report that some of their rooms exceed the standard 30:1 student/teacher ratio. At one middle school, the principal has had to combine several special education classes to accommodate special programs. Several other schools report that they are using the gym, cafeteria, and library for classes. Even when classes are not overcrowded, there is little space for flexibility. In several schools, art and music teachers must take their supplies from room to room because of insufficient space for their own classroom.

We have noted similar problems in some of the non-integrated schools, particularly where classrooms exceed established student/teacher ratios, and there is a lack of sufficient classroom and office space.

The reader should note that these problems are not new; nor are they ignored by the Board. Earlier Board actions, such as reopening buildings and reassigning students, alle-

viated the worst of the overcrowding. Earlier crowded conditions at Sumner and Northwest High Schools have improved somewhat.

As a generalization, these problems in the elementary and high schools are manageable, if inconvenient. In the middle schools, they border on actual interference with teaching and learning.

Kindergarten-Eighth Grade Schools

Three schools remain kindergarten-eighth grade schools under the Plan, rather than being converted to fit the cluster, middle school concept: Adams, Clay, and Peabody. Current enrollment, for these schools, as reported by the Board, is as follows:

	No. of Blacks	No. of Whites	Total Black %
Adams	324	137	68.49 %
Clay	194	265	42.17 %
Peabody	623	1	99.83 %

Having noted some misgivings among parents and teachers about the schools' exclusion from clusters, we have administered a special set of questionnaires to ascertain how these schools may have been affected by their unique status.

Most teachers and administrators whom we interviewed agreed that the lack of home economics and industrial arts

programs might later pose problems for students from these schools when they entered high school. They would be two years behind other students who had participated in middle school programs. Some teachers at Adams and Clay Schools made similar observations about the lack of a science lab.

Unlike middle schools, none of these three schools is departmentalized. Teachers and administrators generally agreed that departmentalization would provide better organization and meet the varied needs of sixth, seventh, and eighth graders, as well as prepare students for high school.

None of the three schools has a counselor, although teachers and administrators perceived a need for counseling services. Administrators said a dispropriationate amount of their time was consumed by discipline problems and counseling students; some teachers voiced similar concerns.

None of the school rooms appeared especially overcrowded, with the notable exception of special education rooms, which often housed more than one class.

Magnet Schools

As of January 14, 1981, the Board reported that 12 of the 15 magnet schools still had some openings. These schools are:

Center for Business, Management and Finance
Health Careers High School
Academic and Athletic Academy
Visual and Performing Arts High School
Montessori
Wade Individually Guided Education
Waring Academy of Basic Instruction
Wilkinson Foreign Language Experience
Madison Action Learning and Career Center
Ames Center for Expressive and Receptive Arts
Classical Junior Academy
Mallinckrodt Academy of Basic Instruction

Three magnet schools exceed their target enrollments:

Math and Science High School
Visual and Performing Arts Center
Stix Investigative Learning Center

Two schools were within eight students of reaching their target levels:

Mallinckrodt Academy of Basic Instruction
Wade Individually Guided Education

Twelve of the 15 magnets fall within eight percentage points of having racially balanced populations of 50% white and 50% black students.

The Board reports that none of the schools exceeds the allowable variance of no more than 70% of any race. Since our last report, the following three magnet schools have admitted 34 additional black students under the variance:

Center for Business, Management, and Finance - 22
Health Careers High School - 6
Ames Center for Expressive and Receptive Arts - 6

As of January 6, 1981, the Board reported the following waiting list for magnet school admission:

School	Grade	Black	White
Center for Business, Management and Finance	9	131	
	10	33	
	11	33	
	12	0	
	TOTAL	197	
Health Careers	10	2	
	TOTAL	2	
Math and Science	9	169	
	10	82	
	11	36	
	12	0	
	TOTAL	287	
Visual and Performing Arts	9	146	13
	10	90	
	11	59	
	12	12	
	TOTAL	307	13
Madison Action Learning and Career	1	57	
	2	40	
	3	15	
	4	37	
	5	69	
	6	59	
	7	51	
	8	55	
	TOTAL	383	
Mallinckrodt Academy of Basic Instruction	1	40	
	2	46	
	3	46	3
	4	56	
	5	58	
	6	53	
	7	39	
	8	37	2
	TOTAL	375	5

School	Grade	Black	White
Shaw	1	91	
	2	95	
	3	87	7
	4	109	
	5	72	
	6	128	2
	7	131	
	8	38	5
	TOTAL	751	14
Stix	1	153	
	2	125	
	3	118	
	4	152	1
	5	121	1
	6	126	
	7	141	
	8	123	
	TOTAL	1,059	2
Ames	1	7	
	2	59	
	3	72	
	4	45	
	5	82	
	6	86	
	7	64	
	8	45	
	TOTAL	460	
Montessori	Kindg.	22	
	1	48	
	2	38	
	3	85	
	TOTAL	193	
Academic and Athletic	6	39	
	7	15	
	8	31	
	TOTAL	85	

School	Grade	Black	White
Wade Individually Guided	1	95	
	2	94	1
	3	99	5
	4	97	1
	5	91	
	6	91	
	7	91	1
	8	90	
	TOTAL	748	8
Waring	1	68	
	2	77	
	3	78	
	4	65	
	5	78	
	6	77	
	7	65	
	8	50	
	TOTAL	558	
Wilkinson	1	39	
	2	34	
	3	41	2
	4	32	
	5	8	
	6	26	
	7	30	
	8	27	
	TOTAL	237	2

The total number of students on waiting lists is as follows:

Black Elementary	4,749	White Elementary	31
Black High School	793	White High School	13
TOTAL	5,542	TOTAL	44

Previously, we recommended that the Board should consider creation of additional specialized programs for black students who cannot be accommodated in a magnet school.

The Board reports that it has taken no action on this recommendation but plans to consider it next semester as part of a series of possible recommended changes in the Plan.

Classical Academy

In our last report, we noted delay in any implementation of specialized classes for Classical Academy students. The Board now reports that ten specialized, distinct classes are scheduled to begin for freshmen and sophomores on January 19, 1981.

Presently, 66 students are enrolled in the Academy: 32 black students, 30 white students, and four students of other national origin.

There are five seniors, 11 juniors, 16 sophomores, and 34 freshmen reported enrolled in the program. The Board says that only freshmen and sophomores will participate in these specialized classes; not enough juniors and seniors enrolled to justify separate classes for them.

Student Enrollment: The Issue of Numbers

We are aware of questions raised by some, including one of the parties, about the accuracy of the Board's reported enrollment figures. In recent weeks, therefore, we have focused our attention not only on existing Board procedures to determine enrollment but also on comparing what the Board reports with what we learn independently about enrollment.

The Board reports that it calculates enrollment by the following procedure, supervised at the school level by principals:

1. Although centrally assigned according to their residences, students must physically present themselves at the school assigned in order to be classified as "enrolled" there.
2. Students assigned to a school who do not show up there are not classified as enrolled. They are classified as "did not return". Their names are listed and accounted for separately.
   The school social worker investigates why such students are not in school. If after two weeks the social worker cannot locate these "students", the search stops, but the records of the assigned students remain at the school until the end of the school year, when they are then returned to a central records location.

3. If a student enrolls in a school and then drops out, the school social worker investigates. If the social worker cannot locate the student, the principal notifies the Board, which changes the student's classification to "withdrawn".

4. When a student transfers from one school to another, the sending school removes the student's name from the list of those enrolled as of the day when the student physically "enrolls" in the receiving school.

Principals tell us that this procedure is being followed.

We have independently checked enrollment counts for each school, both overall and room-by-room. (The two counts, overall and room-by-room, have not always been consistent. This seems due to several factors: the almost daily change in student enrollment at some schools, irregular reporting mechanisms, and the inability to account for work-study and off-campus students in room counts.)

Our checking, although independent of the Board's reported enrollments, has relied primarily upon the principals' counts. We caution, therefore, that our source of enrollment information is that of the Board's, as the Board also relies on principals' counts.

We find relatively few discrepancies between Board reports and our own reports.

We have noted some fluctuations of five to twenty-five students in several of the schools. The Board says such changes are not unusual during the course of a normal year. Where we have noted more significant discrepancies, we have asked the Board for current enrollment figures. We note the following changes in enrollment figures at these schools:

	October* 1980	December** 1980	January* 1981
King	528	475	518
Jefferson	663	556	529
Laclede	498	460	507
McKinley	870	842	815
Cleveland	1,444	1,260	1,275
Jackson	452	420	441
Blewett	663	621	604
Central	1,451	1,359	1,301
Ford	606	554	589
Beaumont	1,863	1,708	1,705
Pruitt Alternative	356	234	283
Turner	546	581	577
Roosevelt	1,752	1,534	1,375
TOTAL	11,692	10,604	10,519

The Board says that few, if any, students are being counted more than once. The Board notes that in order for the principal of the receiving school to obtain the student's records, it is necessary to complete the transactions described above. However, we know of some schools which were missing student records as late as mid-December.

* Source of Information: Board of Education
** Source of Information: Desegregation Monitoring and and Advisory Committee

In short: We are not able to verify with complete certainty the accuracy of the Board's reported enrollments, but our own investigations have not turned up significant discrepancies; on the other hand, we, too, have some unanswered questions.

Procedures for Reporting of School Enrollment

We noted in our last Court report several problems with that part of the Order requiring the Board to report enrollment. The format did not provide student/teacher ratios for instructional periods. Since then, we have recommended that the reporting procedure be amended to require the Board to report:

1. The race of each teacher by school and by room;
2. The race of each aide by school and by room;
3. Student enrollment data by race, by room, and by school for the first period class for all regular students;
4. Student enrollment data by race, by room, and by school during every period for special education students;
5. Student enrollment data by race, by room, and by school for kindergarten students.

This format has several advantages over the Board's current method of reporting enrollment:

1. It permits assessment of racial integration;
2. It provides pupil/teacher ratios for each classroom;
3. It allows us to determine whether special education classes are being consolidated in single rooms.

The Board says the necessary information for high schools and for elementary schools is obtainable. Since many of the middle schools are on differing schedules which are not computerized, the Board says that obtaining the necessary information for middle schools will be more difficult, but possible. The Board agrees that this recommended reporting procedure would be most informative and says that if it is approved by the Court, the Board will use it in their March 31 Court report.

Student Attrition

The Board has informed us that since October, 1979, there has been a decline of 21% of the white students and 4% of the black students. (Since 1976, there has been a decline of 56% of the white students and 15% of the black students.)

The Board has offered incentives designed to retain and attract white students back into the system. These

include providing access to magnet schools and specialty programs, and waiving tuition and providing free transportation for county students who enroll in city schools.

Last summer, the Board planned for the Recruitment and Counseling Center to contact students who were assigned to integrated schools, but did not report for school in September. The Center was to investigate why these students had not returned and encourage them to enroll in a magnet school. The Board has informed us that these plans were not carried out because the Center was overwhelmed by the volume of students referred for placement and counseling.

The Board is currently gathering and organizing data on all integrated schools to ascertain whether there are specific trends in student population loss. Based upon results of the analyses, the Board may suggest some steps which will be taken to curb future loss.

ENRICHMENT PROGRAMS

In our last report, we noted several preliminary problems of implementing enrichment programs, lack of consistent curriculum guidelines, inadequate resources and staff, and insufficient communication about who was to be served by enrichment labs.

Answers to our questionnaires indicate that these problems remain: 26 schools reported insufficient textbooks and supplies for the labs, although several indicated that the supplies had been ordered; seven schools reported that their labs were designed to serve fewer than the number of students enrolled. There are still no consistent guidelines for all schools; most teachers reported that they had developed their own lesson plans without the use of predeveloped guidelines.

We note a discrepancy in our interpretation and the Board's interpretation of the Court Order concerning implementation of enrichment laboratories. We had understood that enrichment laboratories would serve all students who remained in nonintegrated schools.

This has not been the Board's consistent practice, or interpretation of the Plan. The Board has said that a school may limit the number of students served by enrichment labs if there is a compelling reason to do so. For example, the Board may allow a principal to restrict participation to students who are performing below average ability if the majority of students at the school have been tested as educationally deprived. A student who participates in an enrichment program at one school may not qualify for it at another. This problem is further complicated by the rapid

turnover of student population in many of the nonintegrated schools.

We also have assumed that because enrichment laboratories were designed for the same purpose but would be in many schools in the system, the Board would develop and coordinate common guidelines.

The Board's Division of Evaluation has recently issued a report on the general status of enrichment labs and a discussion of certain issues which we raised earlier. According to that report, at least 45 of the 58 schools which are scheduled to develop enrichment programs have done so in varying degrees. At least 15 of the 45 nonintegrated schools have enrichment labs which serve all students. Programs in the remaining 30 schools serve between 15% and 96% of their student populations. At least 10 schools report that more than 80% of their students participate in enrichment labs.

In response to our earlier concerns about the lack of curriculum guidelines, the Division has noted cases where the lack of specificity has resulted in apparently well planned programs. The real problem, according to the report, is posed by the need for adequate time to plan labs and secure appropriate staff and adequate resources to implement them.

We agree that some of the labs have been well conceived, but also note cases where implementation has been delayed due to confusion about program content and direction.

By providing consistent guidelines, however, the Board might better insure all students who participate in a multi-school program with a common purpose will share a similar curriculum and have access to similar educational resources, regardless of the school they may attend.

PART-TIME INTEGRATED PROGRAMS

The Board has informed us that three of the part-time integrated programs have been implemented: Pairing and Sharing, Student Leadership and the Environmental Adventure Program. The part-time integrated programs were designed to involve students at nonintegrated and integrated city, county, and non-public schools in joint cultural, historical, and learning activities.

To date, the Board says the Pairing and Sharing Program has sponsored 57 field trips, involving 48 schools. Students have visited over 30 sites, including the Missouri Botanical Gardens, Art Museum, and St. Louis Children's Hospital. Students engage in pen-pal writing activities, write compositions and poetry about their experiences, send thank you notes, and exchange written invitations.

The Board has spent the first semester planning and implementing the structure of the Student Leadership and Environmental Adventure Program. Some plans for next semester include a Community Action Learning project involving students from Beaumont, Normandy, and Lindbergh; a Student Concerns Conference, a cooperative Wilderness Classroom experience with students from Beaumont and Kirkwood High Schools, and a Prehistoric St. Louis project with the U.S. Army Corps of Engineers.

The Art Museum Program was delayed due to difficulties with transportation. Some adjustments have been made. One trip has been planned with Vashon High School and Clayton High School.

Problems of renovating the facilities and preparing books for use by students have caused delays in the Urban League Library Program. One orientation tour involving two city high schools has been implemented and an additional trip is planned.

SPECIALTY PROGRAMS

The Board informs us that 100 students, 50 black and 50 white, are enrolled in the middle school mass media program. Students receive instruction in script writing and editing

for radio and television, writing for the newspaper and beginning photography.

The Board reports that 96 students, 53 black and 43 white, are enrolled in the secondary mass media programs. Courses include photography, audio and video recording and film making.

The Board has submitted an application to the Navy for sponsorship of a Junior Reserve Officers Training Corps Program. If the application is approved, the Board plans to begin the program at the beginning of the 1981-82 year.

The Board plans a pilot program for students interested in careers as fire fighters or police officers. If approved by the Police Academy, and Fire Academy, the Board will conduct a pilot program for 30 students during the second semester.

The Board reports that the Honors Art Program currently has 94 students enrolled, 41 white and 43 black. The program provides individual and group instruction in sculpture, painting, drawing, photography, jewelry making, metalry, and ceramics.

The Board informs us that there are 70 students, 8 white and 62 black, in the Honors Music Program. The program provides individual instruction in vocal music, strings, woodwinds, percussion, theory, sight reading and music appreciation.

SPECIAL EDUCATION

We have continued to find problems with the implementation of special education classes. At least 25 schools report that two or more special education classes have been combined in a single room. Teachers report that rooms are crowded and noisy, often lacking adequate partitions to separate the classes. We have observed at least five schools where teachers are still using blackboards, low bookshelves, and cabinets as makeshift partitions. We have also noted seven schools where special education classes are taught in the library, gym annex, half of a kindergarten room, and portable classrooms which are in deteriorating condition. In one school, the special education class is held in a corner of the cafeteria; in another, in half of the art room.

Most of the combined classrooms consist of students who have been tested with the same disability; however, we have visited at least five schools where students with different disorders have been placed in the same room. We attribute this situation primarily to the lack of space in several schools, as described elsewhere in this report. For example, one middle school principal says that as attendance has

increased, and as he has had to provide for special programs (e.g., home economics, industrial arts, enrichment labs), he has had to convert seven of the school's ten special education rooms to regular rooms.

The Board has discussed this problem with the Department of Elementary and Secondary Education to try to resolve it. The Board has approved funds to erect 20 temporary and seven permanent partitions for special education classes in 20 different schools. This should improve the learning environment in these schools. However, we note that several of these combined classrooms are housed in small rooms. Several special education teachers have told us that the addition of a partition would make their rooms too small. The Board has said that additional space within some of these buildings may be available in the near future.

In 23 schools, teachers still report lack of textbooks and other supplies for their classes. Teachers also report inadequate testing material.

Some special education teachers using regular books tell us that these books often do not address the special educational problems of their students.

As late as mid-December, five schools were still missing several special education students' records and the Individual Educational Plans (IEP), which provide a record

of the student's ability level and academic progress to date. The Board says that it is remedying this problem.

There seems to be limited "mainstreaming" of special education students in several schools. Some teachers seem reluctant to take these students because their classes are already at, or over, capacity level. Teachers whom we interviewed said they were hesitant to take special education students because they demanded constant and individual attention, to the detriment of other students in the classroom. Regular teachers said that they lacked training to teach special education students.

The Board acknowledges these problems and says it will continue to investigate solutions.

TRANSPORTATION

As of December 1, 1980, the Board reported that 189 buses were being used to transport 13,122 students. There have been 1,417 changes since the beginning of the school year in order to accommodate additional students, to move dangerous pickup points, or to consolidate routes.

Despite these many revisions which the Board has made to solve transportation problems, however, we receive complaints from school administrators and parents that delays still persist. Approximately one out of every five schools has reported consistently delayed buses. The Transportation

Division has been responsive to our reports, but implementation of solutions has sometimes been slow.

Part of this problem reportedly has been due to the incomplete bus manifest on which the Board has relied for determining which students are authorized for transportation. The Board says it has recently completed an audit of all transported students and should have a complete manifest ready for distribution within the next week.

We have received fewer reports of delays recently than in previous months, and we have not recently been informed of overcrowded buses.

We have observed continuing problems with transportation of special education students, particularly those transported to school by cab. At least four schools have reported that taxicabs are sometimes delayed by forty minutes to one hour in picking up students, despite administrators' constant complaints to the Transportation Division and the cab company.

We also have observed some special problems associated with the transportation of students to and from Longfellow (Honors Art and Music) School. With the exception of those students who report to Longfellow at 8:00 a.m., students reportedly have had problems getting to their art and music classes, and returning to their home school on time because they must rely on Bi-State buses. Transportation is reported

especially difficult for students attending northside schools, forcing some students (from Northwest High School) to drop the program.

We have several separate reports concerning the inadequate number of bus passes for students at Pruitt Alternative High School. Presently, the school receives 25 bus passes, although the principal estimates that 85-90% of the students come from low-income families and qualify for the free lunch program. The school social worker, responsible for investigating absenteeism, says some parents are keeping students from school due to the lack of bus fare. The Board has said it would cost $22,050 to provide free bus passes for all students at Pruitt for the remainder of the school year. The Board has therefore concluded that it cannot provide additional free passes.

We have also noted the lack of special transportation provisions for those students who are eligible for the Breakfast Program. Some students consistently arrive 30 to 45 minutes after breakfast has been served. In most cases, the principal has allowed the students to eat breakfast, with the result that these children are often late to their first class. The Board recently has investigated this problem, but has decided to make no adjustments in the Breakfast Program.

SECURITY

We have received few reports of security problems at schools. Several of the middle schools have reported scattered incidents of disruptive behavior among students. For the most part, however, principals, teachers, and parents report that these situations were handled effectively by school staff. Several middle school principals and teachers said that additional counseling staff would help to alleviate many of these problems. Most middle schools presently share the services of a part-time counselor. The Board acknowledges this need and hopes to have additional counselors next year.

Many schools report that there is a problem in controlling outsiders who wander into the school with no authorization. However, we understand that this problem is not new to schools and may be difficult to resolve.

There are still reports that crossing guards are needed for a few busy intersections. However, most of the reports we have received indicate that the Board has been responsive to requests for guards and has attempted to fill positions as their funds have allowed them to do so. Approximately 30 guards were affected by a cutoff in CETA funds during December, but the Board is advertising the positions and expects to fill them soon.

TEACHER ASSIGNMENTS

The Board has provided us with a current report of teacher shortages, by school. This report is attached in Appendix 2. We have received a few reports of shortages. A few classes were delayed or cancelled as a result.

STAFF DEVELOPMENT

The Board continues to offer several staff development workshops and programs for school employees through the Division of Instructional Planning and Program Development/ Division of Staff Development. Several principals told us that although the Division makes its staff accessible for special programs, it is difficult to obtain services without one-two months of prior notification. Division officials say they are overwhelmed by requests for service, and that with the notable exception of crisis situations, they take schools on a first come, first serve basis.

CURRICULAR DEVELOPMENT

The Board has formed a Middle School Coordinating Group to oversee middle school curricular development. With the

help of expert consultants, the Board has surveyed all middle schools to determine each school's needs and present status. This report will be ready for distribution in February. The Board reports that curricular development is still in the planning stage; specific recommendations will be based upon the results of the needs assessment.

Some of our interviews indicate that the Middle School Coordinating Group has not been entirely successful in communicating its progress and plans to all principals. The Board agrees that there has not always been consistent communication among the four areas about curricular development.

At the elementary level, the Board has formed a Curriculum Planning Committee which is currently reviewing the Language Arts Curriculum.

TITLE I

We have noted that many students who qualify for Title I services remain on waiting lists because of insufficient program funds. In several schools we visited, as many as 100 to 150 students were on waiting lists.

PARENT PARTICIPATION

The lack of parent participation in school activities is apparent in almost all schools. Some principals have told us that the lack of parent involvement is not a new problem. However, several principals have said that transportation poses a major problem for many parents who must now travel longer distances to get to school meetings.

The Board approved the Parent-Community Advisory Council proposal at its January Board meeting.

BUILDING RENOVATIONS

We have observed and the Board reports, that 25 schools were still undergoing renovation during recent weeks. The Board had informed us earlier that all renovations would be completed by this month, but this deadline may be unrealistic because of the amount of work still to be done.

As late as this month, 17 middle schools reported that their home economics and industrial arts rooms were still under construction. The Board acknowledges that there will be some delays. A report of the extent of renovation work completed is attached in Appendix 3.

TEXTBOOKS AND SUPPLIES

We have reports from 55 schools lacking textbooks and supplies. We have forwarded many of these reports to the Board for investigation. We understand that some of the shortages have been corrected, but some schools are still waiting on back orders.

We note in particular that there is a shortage of textbooks and adequate supplies for special education classes. Twenty-three schools reported that they had an insufficient number of textbooks. Several teachers reported that they had attempted to compensate for shortages by using regular primary books. However, we understand from their reports that these books are often not geared to the special educational problems and needs of their students.

Several middle schools report that there is a shortage of adequate supplies for home economics and industrial arts classes. We have reports from 14 middle schools that supplies are insufficient; at least eight schools are conducting only the textbook portion of their course due to lack of facilities or equipment.

"VOLUNTARY, COOPERATIVE" INTERDISTRICT PLANNING

The recent requests by the Board and the NAACP to extend this litigation throughout the metroplitan area have altered the context of "voluntary, cooperative" discussions. Related events are in such a state of change that any report now on this part of the planning would be out of date immediately. I intend, therefore, to file an interim report as soon as appropriate.

DESEGREGATION MONITORING AND ADVISORY COMMITTEE
LIST OF DESIRED REPORTS

July 30 Report

Reference Page	Reference Item	Attachment I Excerpt	MSO Reference Item	MSO Reference Page	Desired Report - Description	Frequency	Type	Date Available
		Schools Not in Clusters						
		Court Order						
1	1	. The Board is directed to keep the Adams School open and operating during the 1980-1981 school year as a grade K-8 school.	-	-	1. N/A--Historical Activity.			
1	2	. On or before January 1, 1981, the board will prepare and submit to the Court a proposal for the future use of the Adams School. This should include a cost analysis for any renovation which may be necessary and an evaluation of the efforts necessary to maintain the Adams School as a stably integrated facility.	-	-	1. Report as indicated in court order.	1/1/81	Document	1/1/81
		Student Assignments						
		Plan						
1	3	. Students in integrated clusters will be reassigned to schools within the cluster by race and grade to achieve the desired racial balance in each school within the capacity of the facility.	-	-	1. Student cluster reassignments by block matrix plan--procedure and racial breakdown by grade levels--comparative.	Annual/ as needed	Formal Written	1/16/81
					2. Student integrated cluster enrollment by school, grade, race--comparative based upon the Spring enrollment.	Quarterly	Computer Report	1/16/81 3/27/81 5/29/81
1	4	. Students in non-integrated clusters will be assigned to a school by grade based upon their home school and the capacity of each facility.	-	-	1. Student non-integrated cluster enrollment by school, grade, race--comparative based upon the Spring enrollment.	Quarterly	Computer Report	1/16/81 3/27/81 5/29/81
		Cluster Transportation						
		Plan						
1	5	. Students will be transported to schools if they live more than one mile from their assigned school.	-	-	1. Assignment for student transportation by block matrix system and radial mile measurement (explanation of procedure and racial breakdown by grade configuration).	Annual	Formal Written & Computer	1/16/81
					2. Assignment of special education students for transportation--explanation of procedure and racial breakdown.	Annual	Formal Written & Computer	1/16/81

APPENDIX 1

July 30 Report

Reference Page	Reference Item	Attachment I Excerpt	MBO Reference Item	MBO Reference Page	Desired Report - Description	Frequency	Type	Date Available
					3. Assignment of kindergarten students for transportation--explanation of procedure and number transported.	Annual	Formal Written & Computer	1/16/81
					4. Number of transportation requests implemented since beginning of school year, based on mileage (e.g., since the beginning of school year, ___ requests for transportation have been implemented, affecting ___ black elementary and ___ white elementary students etc.)	Quarterly	Written	1/16/81 3/27/81 5/29/81
					5. Number of special education transportation requests received by the Transportation Division since the beginning of the year and number of students affected.	Quarterly	Written	1/16/81 3/27/81 5/29/81
1	6	. Students currently transported due to overcrowding may exercise a one-time option of returning to his/her home school for appropriate reassignment.	-	-				
		Magnet School Enrollment						
		Plan						
1	7	. School officials will monitor and control magnet school enrollments to ensure that these schools are at all times racially integrated.	7.05.01-.03 7.21.08	7 37	1. Magnet school enrollment by race and grade--comparative.	10/1 & 2/1	Computer	1/16/81 3/27/81
					2. Which schools used 20% variance to admit additional students and how many (racial breakdown) admitted under guidelines.	10/1 & 2/1	Manually Prepared	01/18/80 2/1/81
		New and Expanded Specialty Programs						
		Court Order						
2	8	. The Board will continue to study and evaluate the compensatory and remedial educational programs described in the Plan and will recommend, for approval by the Court, such modifications and improvements, as appear advisable, to achieve the goals stated by the appellate court.	7.48	86	1. Formal written report on status of compensatory and remedial educational programs.	Annual with an updated abbreviated report at semester break	Formal Written	1/31/81

July 30 Report

Reference Page	Reference Item	Attachment I Excerpt	MBO Reference Item	MBO Reference Page	Desired Report - Description	Frequency	Type	Date Available
		Recruitment and Counseling Center						
		Plan						
2	9	. A central office for recruitment and counseling must be established.	7.07.01-3	9	1. Report on number of students counselled by each center and number of resulting placements, by race.	9/1 & 2/1	Manually Prepared	1/16/81 3/27/81
2	10	. Four satellite offices must be set up during the summer of 1980.	7.07.03	9				
		Vocational Education						
		Court Order						
2	11	. Board will develop and submit to the Court by December 15, 1980, a plan for the consolidation or merger and full desegregation of the separate vocational education programs.	7.50	88	1. O'Fallon enrollment for each quarter each year by grade, race comparative.	10/1 & 2/1	Computer	1/16/81 3/27/81
					2. Report as indicated in court order.	12/15	Document	12/15/81
		Plan						
2	12	. Efforts must be made to attract whites to the vocational education program at O'Fallon High School.	-	-	1. Formal written report on the efforts to attract whites to the vocational educational program.	Annual	Formal Written	1/16/81
		Program for Improving Student Discipline						
		Plan						
		. St. Louis Public Schools will attempt to forestall disciplinary problems by taking the following actions:						
2	13	- identify the underlying problems and issues of disruption and inappropriate school behaviors.	-	-	1. Report describing the study efforts and techniques.	Annual	Formal Written	3/27/81
2	14	- develop and implement three pilot programs which will serve as alternatives to punitive measures.	7.45 (1)	79	1. Report describing the pilot programs ongoing for results by number of cases.	Annual & Semiannual	Formal Written	2/ /81 3/2 /81
2	15	- involve school personnel, parents, students, and others in the development of these alternative measures.	7.45 (5)	83	(To be included with above)			

July 30 Report Reference Page	Item	Attachment I Excerpt	MBO Reference Item	MBO Reference Page	Desired Report - Description	Frequency	Type	Date Available
2	16	- develop inservice training programs in human relations and programs which address the disproportionate numbers of minority students involved in disciplinary procedures.	7.45 (4)	82	1. Report by staff development and instructional support services and/or director of program for improving student discipline on activities aimed at addressing this problem, including a description of the development and delivery of inservice programs.	Biannual	Formal Written	2/1/81
2	17	- develop a system for monitoring disciplinary procedures and actions in all schools.	7.45 (3) 7.21.18	81 38	1. Report showing documented incidents by school, type, discipline, race.	Quarterly	Formal Written	2/1/81 3/27/81 5/29/81
					2. Report describing the system which has been developed for monitoring disciplinary procedures.	Annual	Formal Written	3/27/81
		ESAA Compliance Activities						
		Court Order						
3	18	. The U.S. Department of Education is required and urged to expedite the processing of the Board's application for ESAA funding.	-	-	1. N/A - Does not address the board.			
3	19	. The Department is requested to report on its action by July 1, 1980.	-	-	1. N/A - Does not address the board.			
		Plan						
3	20	. Educable Mentally Retarded (EMR) students must be reassigned to regular high schools for EMR classes.	7.15	27	1. Number of EMR enrollments by race, school, compared to year prior to implementation.	Annual	Computer	1/16/81
3	21	. A new program, the Center for Instruction in English as a Second Language, will be introduced. Under this program, the district will:	7.44	78				
3	22	- identify all students whose home language is not English.	7.44.01	78	1. Report on methodology employed.	Annual	Formal Written	1/16/81
3	23	- assess such students for language proficiency.	7.44.02-3	78	1. Report on results, number tested, needing instruction, by school, by language.	Annual	Formal Written	2/27/81
3	24	- provide bilingual teachers, tutors or aides.	7.44.01-3	78	1. Number of classes, teachers, tutors, aides.	Annual	Formal Written	3/20/81

July 30 Report

Reference Page	Reference Item	Attachment I Excerpt	MBO Reference Item	MBO Reference Page	Desired Report - Description	Frequency	Type	Date Available
3	25	- provide parents of such students with information on this program.	-	-	1. Copy of brochure sent to parents.	Annual	Document	4/1/81
		Permissive Transfers						
		Court Order						
3	26	. No inter- or intra-district permissive transfers will be permitted which will increase the segregated nature of either the sending or receiving school.	7.02 7.01.04 7.21.11	3 1 37	1. Report on number of requests, number of rejected and accepted, race, school.	Annual	Computer	5/29/81
		Plan						
3	27	. Students may be permitted to transfer to any regular school in which the student would be a minority.	7.02.04	3	See Above			
3	28	. Space will be made available in the school where the student desires to attend, and free transportation will be provided.	7.02.06	3	See Above			
3	29	. The Board of Education will notify all students of this permissive transfer policy prior to September 1, 1980.	7.02.01	3	1. Copy of memorandum notifying students.	Annual	Document	7/1/81
		Hardship Transfers						
		Plan						
3	30	. Transfers from the student's regular school which would be contrary to the permissive policy may be allowed due to hardship.	7.03	4	1. Similar report as permissive but provide by reason, by race.	Annual	Computer	5/29/81
4	31	. Requests for transfer will be investigated and verified by a school official who will be assisted by a physician, psychiatrist, psychologist, nurse or other appropriate personnel.	7.03.02	4	Not applicable			
4	32	A five member biracial Hardship Transfer Committee shall then consider the request.	7.03.03	4	Not applicable			
		Staff Assignments						
		Court Order						
		. The Board will assign its faculty and staff in accordance with the following provisions:						
4	33	- All principals, teachers, and other certified staff who work directly with children at school will be assigned so that in no case will the racial composition of a staff indicate that a school is intended for black students or white students.	7.08 (1)(2)(3)	10-15	1. Report on certificated staff both authorized and actual (will give information teacher and certificated staff shortages), by school, by race, compared to prior years.	10/30 & 3/31	Computer	10/31/81 3/31/81

July 30 Report Reference Page	Item	Attachment I Excerpt	MBO Reference Item	MBO Reference Page	Desired Report - Description	Frequency	Type	Date Available
					2. Report on teachers by classroom.	10/30 & 3/31	Computer	10/30/80 3/31/81
4	34	- The same criteria will apply to non-certified personnel.	7.08 (4)(5)	16-18	1. Report on non-certificated staff, both authorized and actual, by school, by race, compared to prior years.	10/30 & 3/31	Computer	10/30/80 3/31/81
4	35	- The Board will, to the extent necessary to carry out the Desegregation Plan, direct members of its staff, as a condition of continued employment, to accept new assignments.	7.08.10 7.08.11 7.08.12 7.08.24 7.08.08	11 14 14 15 17	1. A copy of the directive for continued employment.	Annual	Document	1/16/80
		Plan						
4	36	. Staff assignments will be made per paragraph 13 of the Court Order.	7.08	10-17	See above			
		Staff Development						
		Plan						
4	37	. Staff development activities will be implemented for new and expanded instructional programs and community and human relations.	7.16	28-30	1. Formal report on staff development activities for new and expanded instructional programs and community and human relations.	Biannual (not cumulative)	Formal Written	4/15/81
4	38	. Prior to the opening of school, staff development programs will be conducted to provide staff with the understanding and skills necessary for the functioning of each specialty program described in Section IV of the Plan.	7.16	28-30 28-30 28-30	See above, provided in first report.			
4	39	. Prior to the opening of school, training programs will be conducted which address some immediate needs of community and human relations. The programs and participants are detailed on page 54 of the Plan.	7.16		See above			
4	40	. Upon the opening of school, additional programs are to be conducted for the staff and volunteers as listed on page 55 of the Plan.	7.16		See above			
		School Development Planning						
		Court Order						
5	41	. The Board of Education should continue to study curricula in order to improve the quality of education.	7.47	83	1. Formal written report by Stodghill's Office on Curricular Development	Annual	Formal Written	1/30/81

July 30 Report Reference Page	Item	Attachment I Excerpt	MBO Reference Item	MBO Reference Page	Desired Report - Description	Frequency	Type	Date Available
		Plan						
5	42	. The goal of this program is to develop individual school plans with curriculum and instructional materials based upon the new instructional focus as defined by the plan. This activity should be undertaken during the summer of 1980.	7.14	25-26				
		Transportation						
		Plan						
5	43	. Adult supervision will be provided on each bus.			1. Report detailing: Bus route, monitor (yes or no), number of students by grade level (type of run) and race.	Biannual	Computer and Manual	1/16/81 5/29/81
5	44	. No more than 44 middle/high school students will be transported on a bus.						
5	45	. No more than 65 elementary (Kindergarten through 5) students shall be transported on a bus.						
5	46	. Pick up points for children in integrated and non-integrated clusters shall be at neighborhood locations.			1. School board will make bus manifests available to the committee.	Quarterly	Computer	1/16/81 3/27/81 5/29/81
5	47	. Transportation will be provided for field trips for elementary, middle, and high school students.			1. School board will make bus schedule for all field trips available to the committee.	Annual	Manual	1/16/81
5	48	. Changes in the transportation system shall be made consistent with the spirit of the desegregation plan and consistent with the need to use the most practical transportation methods with a minimum of hardship.	7.04	5-7	1. Report to committee on route changes since the beginning of the year based on factors other than mileage (provided by report for item 5) by race and grade level.	Quarterly	Manual	1/16/81 3/27/81 5/29/81
5	49	. Elementary children in integrated and non-integrated clusters who live more than one mile from their assigned school will be provided transportation.			See reports for items 43, 44, and 45--will use block matrix figures to gauge Board's success in meeting requirements (e.g., 17 block matrix figures indicate 100 students should be transported in a neighborhood and only 25 are bused, the committee can estimate whether and to what extent the Board is meeting requirements.	Biannual	Computer	1/16/81 3/27/81
5	50	. High school students affected by mandatory desegregation in integrated and non-integrated clusters who live more than two miles from their assigned school will be provided transportation.						
5	51	. Transportation, subject to the same distance requirements, will also be provided to students in magnet schools or to those exercising the permissive transfer option.						

July 30 Report Reference Page	Item	Attachment I Excerpt	MBO Reference Item	MBO Reference Page	Desired Report - Description	Frequency	Type	Date Available
		Safety, Security and Student Welfare						
		Plan						
6	52	. To ensure a secure learning environment in each school, each school staff must develop its own school security plan. This plan will include: - routine procedures. - contingency plans for emergency conditions.	7.20	36	1. Formal written report on status of all school plans	Annual	Formal Written	1/30/81
6	53	. Adult supervision must be provided for students on each bus.	-	-	1. Covered by reports for items 43, 44, and 45.	Biannual		
		Community Relations Program						
		Court Order						
6	54	. The Board will seek the assistance of civic groups in informing the community of the essential facets of the Plan and in enlisting the maximum support of the community to ensure a smooth and effective operation of the Plan.	7.18.03 7.18.06 7.18.07-8 7.18.10	32 32 33 33	1. Formal written report by Office of Public Affairs on related activities.	Annual	Formal Written	9/19/80 Appendix 17
6	55	. All persons will be guided by the consideration that the widest acceptance by the Community is essential to the Plan.	-	-	N/A			
6	56	. The Board must develop and submit to the Court by November 17, 1980, in conjunction with the Community Development Agency of the City of St. Louis, a suggested plan for insuring that the operation of federally-assisted housing programs in the St. Louis metropolitan area will facilitate the school desegregation.	7.54	94	1. Report as indicated by court order	November 28, 1980	Formal Written	Completed
		Plan						
6	57	. The Public Affairs Division must institute a media campaign to minimize misunderstanding of the desegregation plan in the community.	7.18.02 7.18.06 7.18.10	32 32 32	N/A--Historic Activity N/A--Historic Activity N/A--Historic Activity			
6	58	. A series of summer meetings and workshops must be held for parents, students and volunteers.	7.18.09	33	N/A--Historic Activity			
6	59	. Open houses will be scheduled to acquaint parents and children with their new schools.	7.46.02	84	N/A--Historic Activity			
6	60	. Letters offering speakers to explain the Plan will be mailed to neighborhood organizations.	7.18.02	32	N/A--Historic Activity			
6	61	. "Straight Story Line," a rumor control system, will be implemented and volunteers will be trained to answer inquiries on this line.	7.18.02	32	Formal written report by Office of Public Affairs summarizing activities and results of Straight Story Line.	Biannual	Formal Written	9/19/80 Appendix 18 4/15/81

July 30 Report

Reference Page	Reference Item	Attachment I Excerpt	MBO Reference Item	MBO Reference Page	Desired Report - Description	Frequency	Type	Date Available
7	62	. Weekly reports must be submitted to the public affairs administration.	7.18.07	33	See report for item 61 above.		Same As Above	
7	63	. A log of telephone calls will be tabulated, categorized and evaluated with word processing equipment. Responses to telephone calls must also be documented.	-	-	See report for item 61 above.		Same As Above	
7	64	. The "First Day of School Staff" will be requested to:	-	-	N/A--Historic Activity			
		- ride the buses with students on the first day of school.			N/A--Historic Activity			
		- write letters to evaluate the success of the first day experience.			N/A--Historic Activity			
		- assist in organizing new parent groups; weekly evaluation reports will be submitted.			N/A--Historic Activity			
7	65	. Newspaper advertisements and public service announcements for television and radio will be placed to remind the community of the phone numbers to call for desegregation information.	-	-	N/A--Historic Activity			
7	66	. Other media devices will be employed as detailed on page 63 of the Plan.	-	-	N/A--Historic Activity			
		Parent Organizations						
		Plan						
7	67	. New parent groups will be organized at the following levels:	7.19	34-35	1. Status report on parent organizations by Office of Public Affairs.	Biannual	Formal Written	9/19/80 Appendix 19 4/15/81
		- local school - area - city-wide						
7	68	. Efforts must be made to improve the overall coordination of parent group activities.	7.19	34-35				
		Involvement of Suburban School Districts						
		Court Order						
7	69	. The Board must make every feasible effort to work with the appropriate school districts in St. Louis County and to develop, for 1980-1981 implementation, a voluntary, cooperative plan of pupil exchanges which will assist in alleviating the school segregation in the City of St. Louis, and which also insures that inter-district transfers will not impair the desegregation of the St. Louis school district ordered herein.	7.49	87	1. Court report as indicated.		Document	12/15/80

July 30 Report Reference			MBO Reference						
Page	Item	Attachment I Excerpt	Item	Page	Desired Report - Description	Frequency	Type	Date Available
7	70	. This plan must be submitted to the court for approval by July 1, 1980.	-	-				
8	71	. The Board must develop and submit to the court by March 9, 1981, a suggested plan of inter-district school desegregation necessary to eradicate the remaining vestiges of government-imposed school segregation in the City of St. Louis and in St. Louis County.	-	-	1. Court report as indicated.	Nov. 17, 1980 Interim Report 2/1/81 - Feasibility plan 3/9/81 - Substantive report	Document	3/9/81
		Plan						
8	72	. The Board will make efforts to obtain the involvement of suburban school districts per paragraph 12 of the Court Order.	7.49	87				
		Implementation, Monitoring and Evaluation						
		Court Order						
8	73	. The Board will not discriminate on the basis of race in the operation of its public schools.	-	-	Copy of school board's affirmative action plan	Annual	Document	11/18/80
8	74	. All construction of new schools, additions to old schools, closings of existing schools, sales or leases will be submitted to the Court with notice given to all parties and will not be carried out without prior approval of the Court.	-	-	Report as indicated in revisions to plan.	Annual	Document	4/1/81
8	75	. The Desegregation Plan is approved for implementation at the commencement of the 1980-1981 school year. The Board is ordered to immediately undertake all steps necessary to the smooth and efficient implementation of the plan.	-	-	Not applicable.			
8	76	. The Board will operate its schools in accordance with the said Desegregation Plan.	-	-	Not applicable.			
8	77	. A broadly based monitoring committee of citizens residing in the City of St. Louis will be appointed by the Court.	-	-	Not applicable.			
8	78	. Dr. Gary Orfield will continue to assist the Court as its expert with regard to the implementation phase and further will provide assistance to the monitoring committee and to the parties particularly in connection with the plan of inter-district cooperation and development of vocational program for city and county combined. Expenses and fees for these services will be paid one-half by the state and one-half by the Board.	-	-	Not applicable.			

July 30 Report Reference Page	Item	Attachment I Excerpt	NBO Reference Item	NBO Reference Page	Desired Report - Description	Frequency	Type	Date Available
		Plan						
8	79	. The district will review annually the racial enrollments of schools to determine adjustments to provide continuing integration. Adjustments will be made to schools whose enrollments have changed more than 15% above or below the 50% to 70% white target level.	7.21.27-31	40	Provided in report of revisions to plan.		Document	4/1/81
8	80	. If a residential area becomes naturally integrated such that a 50% to 70% white enrollment level would be reached in school, the school may be taken out of its cluster and allowed to operate as a neighborhood school.			See item 79 above--provided in revisions to plan.			
9	81	. The Support Services Administration will make recommendations to the appropriate administrators with regard to modifications in the desegregation services and programs as necessary for the purpose of the Plan.	-	-	Same as above.			
9	82	. The monitoring function will provide for ongoing services and reporting of all aspects of the Plan. Information to be gathered includes: - problem areas and concerns needing administrative review and action. - progress reports regarding the implementation of the plan. - planning support documents to assist administrators in their review, modification, and development of the plan from year to year.	7.21	37-41	As currently provided.		On-going	
9	83	. The Evaluations Division will conduct a comprehensive evaluation and audit of the desegregation plan. The evaluation and audit will include a review of planning efforts and implementation, as well as an analysis of the effects of desegregation of the educational process.	7.23	44	1. Copy of formal written report by evaluations division (clarification needed on "audit")	Annual	Formal Written	8/29/81
9	84	. School buildings not utilized under the plan may be considered for sale or lease by the district. Conditions of the sale or lease are contained in Paragraph 6 of this section of the Plan.	-	-	1. Report of considerations for sale or lease.	Annual	Formal Written	3/31/81
		Financial Requirements						
		Court						
9	85	. The Board's desegregation budget, as set forth in the Plan, is approved subject to the requirement that continued efforts be made to reduce the actual costs of implementation without impairing the quality of the Plan's components.	-	-	1. Formal written report on plans, efforts, activities and results of activities related to reducing desegregation costs.	Annual	Formal Written	4/15/81

July 30 Report Reference Page	Item	Attachment I Excerpt	MBO Reference Item	MBO Reference Page	Desired Report - Description	Frequency	Type	Date Available
9	86	. With respect to the part of the Plan pertaining to pupil transportation costs, the Board is directed to investigate further ways to reduce the actual costs of transportation. A report must be made to the Court on these efforts by June 16, 1980.	-	-	Same as above.		Completed	
9	87	. The Board is directed to transfer $4,668,000 from its debt retirement account to the building and renovation account to be applied to necessary building modifications.	-	-	Not applicable.			
9	88	. The State of Missouri is ordered to fund one-half of the cost of implementing and operating the Plan as detailed in paragraph 7 of the Plan. The State is directed to report to the Court by July 1, 1980, the amount of funds available and when they will be paid.	-	-	Not applicable.			
10	89	. The Board will develop and submit a plan to the Court by July 1, 1980, which expands programs and schools so that all schools in the City of St. Louis may be eligible for Title I funding for the 1980-1981 school year under Title I of the U.S. Elementary and Secondary Education Act of 1965.	-	-	Report as indicated in plan.		Completed	
		Plan						
		. Not addressed.						
		Reporting Requirements						
		Court Order						
		. On each October 30 and March 31 the Board will file with the Court a report setting forth the following information:			Report as indicated in plan.			
10	90	I. - the number of students by race enrolled in the school district; - the number of students by race enrolled in each school in the district; and - the number of students by race enrolled in each classroom in each of the schools in the district as well as the race of the teacher in each such classroom.	7.21.07	37	Report as indicated in plan.	Semi Annual	Document	10/30/80 3/31/81
10	91	II. - the number of full time teachers by race in the school district; - the number of full time teachers by race in each school in the district; - the number of part time teachers by race in the district; and - the number of part time teachers by race in each school in the district.	7.21.16	38	Report as indicated in plan.	Semi Annual	Document	10/30/80 3/31/81

July 30 Report Reference Page	Item	Attachment I Excerpt	MBO Reference Item	MBO Reference Page	Desired Report - Description	Frequency	Type	Date Available
10	92	III. Describe the requests and the results which have accrued, by race, under the majority to the majority transfer provision which is a part of the plan.	7.02.05 7.21.08	3 38	Report as indicated in plan.	Semi Annual	Document	10/30/80 3/31/81
10	93	IV. State the number of inter-district transfers granted since the plan became effective, the race of the students who were granted such transfers, and the school district to which the transfers were allowed.	7.21.30	40	Report as indicated in plan.	Semi Annual	Document	10/30/80 3/31/81
10	94	V. Give a brief description of any present or proposed construction or expansion of facilities.	-	-	Report as indicated in plan.	Semi Annual	Document	10/30/80 3/31/81
11	95	VI. State whether the school board has sold or abandoned any school facility, equipment, or supplies having a total value of more than $500.00 since the plan became effective. Notwithstanding anything to the contrary which may be contained in the official Plan, the children who live in the Ames School attendance area who do not attend the magnet school there will be assigned to the Clay School.	-	-	Report as indicated in plan.	Semi Annual	Document	10/30/80 3/31/81
		Staff Transfer Volunteers						
		Plan						
11	96	. Employees at any school will be permitted to voluntarily transfer to a school which is racially imbalanced and where the employee would increase the minority position. These transfers must be accomplished in accordance with the guidelines set forth under this paragraph of the Plan.	7.08.10 7.08.08 7.08.10 7.08.11	13 17 17 17	1. Report of voluntary transfers by race, by school.	Annual (if available)	Formal Written	1/16/81
		Elementary School Staffing						
		Plan						
11	97	. The racial mix of teachers and other staff in each school must be ascertained and noted if the mix falls below the 30% minimum required by the Plan.	-	-	See report for item 91.	Covered in item 91		
11	98	. The procedures required for achieving a racial rebalancing among the schools are detailed in Paragraphs 2 through 5 of this section of the Plan.	-	-	Not Applicable.			
		Secondary School Staffing						
		Plan						
11	99	. The same requirements and procedures as set forth under "Elementary Schools" are applicable to the employees of the secondary school system.	-	-	Not Applicable.			

July 30 Report Reference Page	Item	Attachment I Excerpt	MBO Reference Item	MBO Reference Page	Desired Report - Description	Frequency	Type	Date Available
		General Staffing Provisions						
		Plan						
11	100	. The Union will be notified by phone of the availability of the updated position vacancy list.	-	-	Not Applicable.			
11	101	. Schools with a racially imbalanced staff must be identified and a list of such schools must be posted in each school by April 1 of each school year.	7.08	13-17	Copy of list posted.	Annual	Document	4/1/81
11	102	. A notification of disqualification must be sent to each employee who is not qualified for the position requested. This notice must include a description of the review procedure and a time limit for filing a request for review.	-	-	Summary report on disqualification notices sent.	Annual	Formal Written	6/15/81
		Nonintegrated Clusters						
8	103	. The students in grades 6-8 in those overcrowded attendance areas are to be transported to middle schools in other clusters which have space available.			1. Report on number of students, grades 6-8 transported to other clusters due to overcrowding.	10/1 & 2/1	Manually Prepared	1/16/81
		Schools not in Clusters						
10	104	. Clay school will continue to serve students in kindergarten-grade 8.			Not Applicable.			
		. Peabody School, which will serve students in kindergarten-grade 8, will have access to quality instructional programs and all of the services that will be provided for schools that are in clusters.			1. List of services provided to Peabody, including regular classes, industrial arts, home economics, special education, Title I, enrichment programs, library, science labs, other federally funded programs.	Annual	Formal Written	1/7/81
		Student Assignments						
11	105	. Kindergarten children are assigned to their middle school whether it is a primary or middle school, but are not included in the calculation of racial percentages.			1. Procedure for assignment.	Annual	Formal Written	1/16/81
	106	Special education students were assigned to a school within the cluster in which they live wherever space permitted.			1. Procedure for assignment.	Annual	Formal Written	1/16/81
	107	If, during any school year, a student changes his/her residence to an area served by a different school, such student shall have the option of completing the school year in that original school of assignment. The district would provide a bus pass for such student.			Not Applicable			

July 30 Report Reference Page	Item	Attachment I Excerpt	MBO Reference Item	Page	Desired Report - Description	Frequency	Type	Date Available
		Transportation						
11 12	108	. Any student currently transported for overcrowding to a school which will be in an integrated cluster shall continue to be transported to such integrated school in 1980-81...To the extent that children exercise this option, the enrollment at the integrated cluster schools will be adjusted to insure that such school remains within the 50-70% white target level.			1. Provided by school board in revisions to plan.		Document	4/1/81
		Magnet School Programs						
24	109	. The Community Involvement Office is actively involved in recruiting community participation through long-range media campaigns designed to inform the public about the Magnet School programs. They also solicit the involvement of parents in the implementation of Magnet programs.			1. Summary report by Community Involvement Office.	Annual	Formal Written	9/19/81 Appendix 17
	110	. The Curriculum Development component for all magnet schools is designed to provide a comprehensive program of coordinated services to teachers in each magnet school. The services include inservice training and technical assistance to teachers engaged in curricular and instructional improvement projects.			Formal written report by Curriculum Development Component.	Annual	Formal Written	4/15/81
		Classical Junior Academy						
	111	. The Classical Junior Academy will meet the needs of students who are exceptionally gifted or talented. An extended, enriched curriculum covering all basic curricular areas will be provided these students.			Number of students by class by race.	Biannual	Document	10/30/80 3/31/81
		Magnet School Enrollment						
30	112	. Students who were enrolled in a magnet school during 1979-80 shall have the option of continuing in the same magnet school in 1980-81 and thereafter.			Not Applicable.			
	113	. After 1980-81, students who wish to enroll in a magnet school for the first time or who wish to transfer to another magnet school shall be allowed to do so if the student's enrollment satisfies racial balance guidelines and also reduces racial isolation at the regular school the student would otherwise attend. The latter restriction shall not apply, however, to a school age resident child who would be in the extreme minority (at least 90% of the opposite race) in the regular school said child would otherwise attend.			Not Applicable.			

July 30 Report Reference Page	Item	Attachment I Excerpt	MBO Reference Item	MBO Reference Page	Desired Report - Description	Frequency	Type	Date Available
31	114	. Students who are enrolled in a magnet school in 1980-81 or thereafter shall have the option, in each succeeding year, of continuing in the same magnet school.			Not Applicable.			
	115	. Students who graduate from a magnet elementary school in 1979-80 or thereafter shall have the option of attending the magnet high school which has a specialized program of the same type.			Report on analysis of requests, by school on magnet and nonmagnet students who applied for entry.	Annual	Formal Written	5/29/81
		Recruitment and Counseling Center						
31 32	116	. Six new magnet school programs will begin in September of 1980.			Formal written report of curriculum guidelines describing six programs.	Annual	Formal Written	2/1/81
	117	. Several new specialty programs will be developed and implemented.			Formal written report on enrollment by race, by program.	10/1 & 2/1	Formal Written	2/1/81 4/15/81
	118	. All prospective applicants for the new and expanded specialty programs will be referred to the Recruitment and Counseling Center. Students changing schools because of a change withia the city and all students entering the schools because of a move to the city will also be referred to the Recruitment and Counseling Center before enrolling in any St. Louis Public School.			Covered in report for item 9.			
		New and Expanded Specialty Programs						
39	119	. Enrichment/Extended Learning Laboratories will provide additional resources to strengthen the educational programs of those schools remaining nonintegrated. A variety of options including Basic Skills Labs, Reading Resource Labs, Writing Skills Labs and Science Labs will be offered. Each school will select one or two labs for implementation. These selections should be made so that no conflict occurs with Title I services in the school...A diagnostic/prescriptive teaching model will be used. ...The basic elementary curriculum should be strengthened in two directions: basic skills enrichment for pupils with academic deficiencies and extended learning experiences for those achieving at or above grade level.			1. Number and name of enrichment programs by school.	Annual	Formal Written	9/19/80 Appendix I
					2. Selection criteria by school. (Program)	Annual	Formal Written	1/16/81
					3. Number of labs actually implemented by school.	Biannual	Formal Written	9/19/81 1/16/81
					4. Number of teachers and aides by program, by school.	Annual	Formal Written	1/16/81
40	120	. Secondary Enrichment Labs will be established in all nonintegrated high schools to provide additional educational resources for strengthening skills of students in nonintegrated schools. A variety of secondary Enrichment Lab programs will be available for selection. These options include Basic Skills Labs, Reading Resource Labs, Math Resource Labs, Science Resource Labs, and Writing Skills Labs.			See Item 119 above.	Same As Above		

July 30 Report

Reference Page	Reference Item	Attachment I Excerpt	MBO Reference Item	MBO Reference Page	Desired Report - Description	Frequency	Type	Date Available
41	121	. The Classical Academy will provide for gifted and/or talented high school students a rigorous instruction program that assures coverage of the liberal arts and sciences within an atmosphere of exploration and growth. Instruction will be intensive and high standards for classwork, homework, individual and team projects will be maintained. Students will follow a program that leads to extensive preparation for college...			1. Number of students by class by race.	Annual	Formal Written	1/16/81
					2. Formal report describing the Classical Academy curriculum.	Annual		1/16/81
43	122	. At regularly specified times during the school years paired schools/classes (nonintegrated and integrated) will share buses and activities during cooperatively planned field trips.			1. Report on planned activities.	Annual	Formal	1/21/81
45	123	. The School Partnership Program has three components: business, higher education, and cultural. In the business component, businesses will pair with ten regular high schools, 19 specialty/ magnet programs, and 25 middle schools. Once paired, each pairing will develop and implement two-four joint programs.			1. Formal written report on school partnership program and results, how many and which schools, what activities.	Annual	Written	4/15/81
46	124	. Both the higher education and cultural institutions will pair with 20 different schools or school programs. Like the businesses, the 40 pairings will develop and implement two-four programs per pairing.			See Item 123 above.			
	125	. The Parental Involvement Program will provide for parents instructional experiences that will improve parental skills, experiences including skills that help children improve in school work, field trip experiences that will provide suggested activities for parents and children, recreational activities that will enhance the life style of parents and seminars to increase knowledge of available community resources. One Parental Involvement Program Center will be established for each cluster of schools.			1. Report on number of parents involved by school.	Annual	Formal	4/15/81
					2. Formal written description of the parental involvement program.	Anual	Written	4/15/81
48	126	. Desegregation Instruction courses at the elementary level and a Unit of Study at the secondary level will be provided.			Formal written report by appropriate department.	Annual	Formal Written	
		Staff Assignments						
52	127	. Personnel shall be assigned in such a way that the total certificated staff at each school in the system will be between 30% and 70% black at the beginning of the 1980-81 school year.			Provided by report for Item 33			
		Transportation						
58	138	. Transportation will be provided for after-school activities in middle schools and high schools and for field trips for all schools.			1. Schedule of after-school activities showing number of students by race transported.	Annual	Manually Prepared	1/16/81

July 30 Report Reference Page	Item	Attachment I Excerpt	MBO Reference Item	MBO Reference Page	Desired Report - Description	Frequency	Type	Date Available
59	129	. Transportation will be provided for high school students involved in mandatory integration who live more than two miles from their assigned schools.						
		Involvement of Suburban School Districts						
	130	. Tuition of county students will be paid through ESAA funds.			Not Applicable.			

78

79

APPENDIX 2

OPEN POSITIONS

SECONDARY TOTAL 22

8	Math
1	Chemistry
1	Social Studies
1	Physics
4	English
2	S.T.E.P.
1	Resource Itinerant
1	Instrumental Music
1	Speech & Drama
2	Art

ELEMENTARY TOTAL 19

4	Industrial Arts
3	Art
7	Vocal Music
3	Speech
1	Learning Disabilities
1	EMR

THIS REPORT REFLECTS REQUISITIONS RECEIVED BY CERTIFICATED PERSONNEL

OPEN POSITIONS - BY SCHOOL

AREA I

Northwest

1	8212	Math)	Hold until
1	8214	English)	1/21/81

Southwest

1	8212	Math (Title I)
1	8212	Math (with Spanish)
1	8218	Art
1	8214	English
1	8214D	Speech & Drama

Arlington

.5	8122	Art

Hamilton Branch II

.5	8122	Art

Ford

1	8111	Industrial Arts
.5	8121	Vocal Music

King

1	8111	Industrial Arts
.5	8121	Vocal Music
1.5	8122	Art

Stowe

.5	8122	Art
.5	8121	Vocal Music

Langston

.5	8121	Vocal Music

Sherman

.5	8121	Vocal Music

Oak Hill

.8	8121	Vocal Music

Lindenwood

.3	8121	Vocal Music

Mullanphy

.3 8121 Vocal Music

AREA II

Sumner

1 8212 Math

Beaumont

1 8215C Chemistry
1 8208 S.T.E.P.

Roosevelt

2 8212 Math (1 is Title I)
1 8216 Social Studies
1 8214 English
1 8128 Resource Itinerant

Williams

1 8111 Industrial Arts

Williams Branch

.2 8123 Speech Correction

Ashland

.5 8122 Art

L'Ouverture

.5 8122 Art

Garfield

.6 8121 Vocal Music

Carver

.4 8121 Vocal Music

Hickey

.2 8123 Speech Correction

Lexington

.6 8123 Speech Correction

Stevens

.5 8121 Vocal Music

Simmons

.5 8121 Vocal Music

AREA III

Cleveland

1 8212 Math
1 8215P Physics
1 8214 English
1 8224 Instrumental Music

McKinley

1 8212 Math

Central

1 8212 Math
1 8218 Art

Blewett

1 8127 L.D.

Peabody

1 8108 EMR

Jefferson

1 8121 Vocal Music

Yeatman

1 8111 Industrial Arts

AREA IV

Ames

1 8123 Speech Correction (ISTA Position)

Continued Education

.3 8123 Speech Correction

Metro

.3 8123 Speech Correction

Health Careers

.3 8123 Speech Correction

O'Fallon

1 8208 S.T.E.P.

Architecture & Engineering Division

Page 1

SIGNED: Frank G. Meyer

REPORT DATE: 1/16/81

SCHOOL	COSTS EST.	COSTS BID	DOCUMENTS COMPLETION DATE EST.	DOCUMENTS COMPLETION DATE ACTUAL	BID DATES SCHEDULE	BID DATES ACTUAL	CONTRACT AWARD DATE	CONST. COMPLETE DATES SCHEDULE	CONST. COMPLETE DATES COMPLETE	NOTES/COMMENTS
A. MIDDLE SCHOOLS										Contractors
Blow									-	*Minor library alterations work necessary
Blewett									-	at L'Ouverture, Washington and Stevens
L'Ouverture*	No major projected remodeling as necessary for basic Science Labs,								-	Middle Schools
Nottingham	Industrial Arts, Home Economics or Libraries*								100%	Awarded to Novack Const. Co.
Washington*									-	
Turner Middle	$ 9,100	8,890			8/26	8/26	8/28	11/7	-	
Langston	($216,778)	$244,711	6/16	6/16	6/30	6/30	7/8	10/17	90%	K & S Construction Company
Stowe									90%	
Yeatman									80%	
Cook		$ 84,997				9/9	9/9	12/19	75%	Full Time Construction Co.
Hickey	($227,450)	$ 81,048	6/30	6/30	7/14		8/12	11/21	95%	
Williams		$ 68,816		7/28Rev.	8/12Rev.		8/12	12/30Rev.	90%	G'Sell Construction Co.
Clinton	($292,000)	$189,348	7/8	7/8	7/22	7/22	7/23	11/28	90%	Full Time Construction Co.
Columbia									98%	
Dewey									90%	
Stevens*									90%	
Fanning	-	$ 60,241					8/4		80%	G'Sell Construction Co.
Long		$ 64,678					8/4		90%	G'Sell Construction Co.
Mullanphy	($314,004)	$ 80,920	7/15	7/18	7/29	8/1	8/4	12/12	80%	James M. Cook Construction Co.
Webster		$ 62,125					8/4		60%	James M. Cook Construction Co.
Ford									95%	
Grant	($134,200)	$119,304	7/18	7/25	8/1	8/12	8/12	12/30	90%	K & S Associates
Simmons		(Incl. Hamilton Br. III)							80%	
King +	$ 17,500	$ 14,140	10/1		10/15		10/16	1/16/81	30%	+Added 10/1/80 - Spiegelglass
B. MAGNET SCHOOLS New/Expand/ReLocate										
Ames	($ 49,692)	$ 5,314	7/15	7/22	7/29	8/15		10/15	100%	O'Brien Construction Co.
Euclid	($113,652)	$ 47,252	7/15	8/19	7/29	9/9	9/9	12/19	70%	Full Time Construction Co.
Hamilton Br. III	($ 17,343)	(Incl.w/Ford, Grant&Simmons	7/15	7/27	8/12	8/12	8/12	12/30	90%	K & S. Associates

APPENDIX 3

SIGNED: Frank G. Meyer REPORT DATE: 1/16/81

SCHOOL	COSTS EST	COSTS BID	DOCUMENTS COMPLETION DATE EST.	DOCUMENTS COMPLETION DATE ACTUAL	BID DATES SCHEDULED	BID DATES ACTUAL	CONTRACT AWARD DATE	CONST. COMPLETE DATES SCHED.	CONST. COMPLETE DATES COMPLETE	NOTES/COMMENTS
5. MAGNET SCHOOLS Cont.										Contractors:
Business & Office (Franklin)	($326,165)	$262,000	8/1	8/15	)9/19	9/18	9/18	1/30/81	70%	J. E. Novack
Metro (Lincoln)	($ 90,651)	Wedemeyer, Cornik & Corubia Architects	C/1	8/15	)9/18Rev.				70%	
Classical Jr. Academy (Enright)	$103,840 ($169,617)	Fleming Corp.	)8/29	9/19	9/12		10/14	1/21/81	40%	J. E. Novack
Health Careers (O'Fallon Salellite)	$102,470 ($284,258)	$166,239	)9/8Rev.		10/7Rev.			1/21/81	50%	
Added work items as of 10/1/80+										+Items of work identified as of 10/1/80
Target Middle Schools	$ 44,190	$ 35,310	10/14		10/28	10/29	10/30	12/12	35%	Stephens Floor Covering Co.
Classroom Partitions	$150,000*					12/2**	1/15/81**		10%	*$110,000 by A/E Contractor, $40,000 by Shops.
Lockers	$309,852	$284,248.44			8/15		8/15	1/30/81	100%	Republic Steel
Ford & Gundlach Enrichment	$ 1,850	$ 1,300			11/26/80	11/26/80	11/26	1/23/81	100%	**This is part of job,portable partitions Custom Decorators $7,000 est.
SECOND YEAR PROGRAMS										
Visual & Performing Arts (relocation)	($681,720)									
Academy of Math & Science (relocation)	($328,890)									
Classical Academy (relocate to Soldan)	($106,704)									
Honors Art & Music (relocate to O'Fallon)	($145,920)									

No remodeling at these locations at this time. Currently under Revised Consideration.

DESEGREGATION PLAN - BUILDING MODIFICATION REPORT
Architecture & Engineering Division

SIGNED: Frank G. Meyer REPORT DATE: 1/16/81

SCHOOL	COSTS EST.	COSTS BID	DOCUMENTS COMPLETION DATE EST.	DOCUMENTS COMPLETION DATE ACTUAL	BID DATES SCHEDULE	BID DATES ACTUAL	CONTRACT AWARD DATE	CONST. COMPLETE DATES SCHEDULE	CONST. COMPLETE DATES COMPLETE	NOTES/COMMENTS
C. NEW SPECIALTY PROGRAMS										
Mass Media at Mckinley	($337,266)	Currently under Revised Consideration								Detailed information on programs locations and content not available at this report, therefore no design work progressing currently.
Transportation at Vashon	($ 32,472)									
D. ENRICHMENT/SPECIALTY/ ANCILLARY Support Programs	($253,011)									Detailed information on programs/ locations and content not available at this report, therefore no design work progressing currently.
Total	$4,122,191	*See Note 1								
A/E	150,000	*See Note 2								
Temp. Salaries	12,000									
Cont.	135,087									
Total Facilities Budget Capital Improvment or Renovations	$4,469,278									BUDGET NOTES 1. Under Budget to date, reflecting contracts awarded by $65,719. Locker cost unbudgeted reduced by $65,719 under estimate produces over budget estimate of $259,281. Total locker award of $285,000 2. Recently revised down to $150,000 from $200,000.